

# **Learning Environment & Situational Factors to Consider**

## **1. Specific Context of the Teaching/Learning Situation**

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

*Number of students will vary, as will the skill level of the student. Generally speaking, courses will be aimed at the secondary level as college prep. There will be no synchronous sessions, as the course will be self-paced and online. This will make discussions and instruction much more difficult, but as these are supplemental courses it is hoped that the students will have additional support resources available.*

## **2. General Context of the Learning Situation**

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

*Students will need to pass placement tests to determine college placement. These courses are to improve the student's skills to improve their placement.*

## **3. Nature of the Subject**

Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?

*Subject is practical, convergent, and concrete, yet approached first from a broad, conceptual perspective. The goal is to provide different conceptual "entry points" for students.*

## **4. Characteristics of the Learners**

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

*Learners will come from a variety of different life situations. However, they may feel like they're unable to learn or that the school system has failed them as they may have been taught these concepts multiple times but still struggle to "get it." Many may not feel like they are "college material."*

## **5. Characteristics of the Teacher**

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

*This will be a self-paced online course at least initially, though that is certainly cause for future evaluation.*